

1. Purpose

Orange College (OC) has established and implemented this policy to support the Australian Skills Quality Authority (ASQA) Standards for Registered Training Organisations (SRTOs) 2025.

The purpose of this policy is to provide a clear, accessible process for candidates with previously unrecognised skills and knowledge achieved outside the formal education and training system to access recognition assessment pathways through Recognition of Prior Learning (RPL) arrangements. This process supports students in reducing duplication of learning, accelerating course progression, and achieving qualifications efficiently, in line with SRTOs 2025 Outcome Standards 1.4 and 1.6.

2. Scope and responsibilities

This policy applies to all prospective and enrolled students of OC seeking RPL as a pathway to achieve qualifications. The RPL process assesses an individual's previously unrecognised skills and knowledge gained through work experience, informal learning, or life experience against the requirements of a qualification or a unit of competency.

OC is committed to providing a fair, accessible, and transparent RPL process that ensures alignment with national industry standards, qualification requirements, and regulatory obligations.

The following outlines the responsibilities of key OC stakeholders involved in the RPL process:

- **Deputy Chief Executive Officer (CEO):** Makes decisions on student RPL applications where required, ensuring outcomes are consistent with policy requirements and student rights are upheld.
- **Training Manager:** Oversees the integrity of the RPL process and ensures it is conducted in line with OC's policies and regulatory requirements.
- **Operations Team:** Collects and collates evidence submitted by students in support of their RPL applications.
- **Trainers and Assessors:** Assess the evidence provided, ensure it meets the Principles of Assessment and Rules of Evidence, make informed decisions regarding RPL eligibility, and process outcomes accordingly.

All parties involved share responsibility for ensuring the RPL process is conducted fairly, consistently, and in alignment with industry and regulatory standards.

3. Definitions

Assessment is the process of collecting evidence and making judgements to confirm that a student meets competency standards as defined in the Training Package or accredited course

Unit of Competency is the specification of knowledge, skills, and the application of that knowledge and skill, to the standard of performance expected in the workplace.

Trainers and/or Assessors are persons who assess a learner's competence in accordance with Outcome Standards 3.2 and 3.3 of the SRTOs 2025 and its accompanying Credential Policy.

Recognition of Prior Learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal, and non-formal learning).

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments

4. Policy

RPL is another an alternative form of assessment that upholds the same standards and rigor as formal training pathways. It allows students to demonstrate their competency based on prior work, informal, or life experience. RPL assessments apply the Principles of Assessment (fairness, flexibility, validity, reliability) and Rules of

Evidence (validity, sufficiency, authenticity, currency). Students are encouraged to apply for RPL before commencing training to avoid duplication and promote efficient course progression.

5. Procedure

OC's RPL process includes the following key stages:

1. Student is informed of the RPL process through the Student Information Handbook, the pre-enrolment process, and the [OC website](#).
2. Student expresses interest in RPL during enrolment or training and seeks advice from OC Admissions. The student's eligibility to apply for RPL is assessed
3. Eligible students complete the RPL Application Kit and submit the supporting evidence
4. An OC Assessor reviews the supporting documentation submitted with the student and matches up the student's skills to the units in the qualification
5. The Assessor will conduct a practical skills test at the student's workplace (if applicable) or at another suitable venue
6. The student is informed of the outcome, and gap training is scheduled and conducted where required.
7. Following successful completion of gap training, the student is issued the applicable certification documentation.

Full details of the RPL process, preparation tips, and assessment expectations are outlined in OC's [Tips and Hints to help you prepare for Recognition of Prior Learning](#) document.

6. Recognition guidelines

The following guidelines are to be followed when an application for RPL is received:

- Any candidate is entitled to apply for RPL in a course or qualification in which they intend to enroll into.
- RPL may not be achieved for 100% of a qualification, gap training may be needed with additional costs.
- Candidates may not apply for RPL for units of competency or qualification which are not included in OC's scope of registration.
- Whilst candidates may apply for RPL at any time, they are encouraged to apply before commencing a training program or qualification. This will reduce unnecessary training and guide the student down a more efficient path to achieving qualification competence.
- Candidates who are currently enrolled in a training program are eligible to apply for RPL, but additional fees and charges may apply.
- All assessments conducted through RPL at OC will apply the Principles of Assessment, as required under Outcome Standard 1.4(a) of the SRTOs 2025. These principles ensure that assessment decisions are fair, flexible, valid, and reliable, regardless of the student's background or how they acquired their skills and knowledge. The principles are defined as follows:
 - **Fairness:** The individual learner's needs will be considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The College will inform the learner about the assessment process and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
 - **Flexibility:** Assessment methods and processes are appropriate to the context of the qualification or unit and are tailored to the student's experience; RPL recognizes skills and knowledge acquired through formal, informal, or work-based learning, regardless of when, where, or how they were obtained. The assessment process allows for varied evidence types to demonstrate competence.
 - **Validity:** Any assessment decision of the RTO will be justified based on sound evidence that demonstrates the learner's ability to perform tasks and apply knowledge to industry standards. Assessment of knowledge and skills will be integrated with practical application. Assessment will be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and judgement of competence will be based on evidence

of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

- **Reliability:** Evidence presented for assessment will consistently be interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. OC ensures that assessors apply the same standards when interpreting evidence so that outcomes are fair and consistent for all students.
- RPL may only be awarded for whole units of competency.
- Evidence of qualifications must be an AQF qualification. Qualifications must be no older than 10 years unless additional mapping evidence can be provided by the student.
- Superseded units of competency can be used as part of an RPL process toward the award of a current unit of competency.

7. Forms of Evidence

RPL acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, OC applies the Rules of Evidence as set out under Outcome Standard 1.4(b) of the SRTOs 2025. Assessors must be assured that the evidence presented by the student meets the following:

- **Validity:** The assessor needs to be assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. If there are doubts based on the evidence presented by the learner, a second trainer/assessor may be involved in the RPL process to ensure fairness to the student as well as rigour in the assessment process.
- **Sufficiency:** The assessor must be assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a learner's competency. Learners will be given guidance on the types and quantity of evidence required to meet these assessment criteria within relevant RPL assessment tools
- **Authenticity:** The assessor must be assured that the evidence presented for assessment is the learner's own work. This may be verified with both the learner as the time of evidence submission as well as via third party evidence collection from workplace supervisors or other parties.
- **Currency:** The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. For OC, currency is considered evidence that has been developed within 2 years from date of RPL application.

Like assessment, RPL is a process whereby evidence is collected, and a judgement is made by our Trainers and/or Assessors. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry. Forms of evidence toward recognition may include:

- Work records.
- Records of workplace training.
- Records of previous qualifications.
- Assessments of current skills and knowledge.
- Record of competency conversation.
- Third party reports from current and previous supervisors or managers.
- Evidence of relevant unpaid or volunteer experience.
- Examples of work products.
- Observation by an assessor in the workplace.
- Performance appraisal; or
- Duty statements and resumes.

Many of these forms of evidence would not be sufficient evidence on their own. Where a candidate provides evidence against a superseded unit of competency, this does not mean the unit is not valid for recognition through RPL assessment pathways. The Trainer and/or Assessor must ensure there is sufficient evidence of the person's competence at the time you make the assessment decision. When combined together with a number of evidence items, the student will start to provide a strong case for competence against the National Register of VET requirements of the unit of competency. OC reserves the right to require candidates to undertake a practical assessment of activities to assess their skills and knowledge in order to determine the candidate's current competence.

8. Appealing Recognition Outcomes

If not satisfied with the outcome of the RPL application, students may appeal the decision through OC's Complaints and Appeals process. Please refer to OC's [Complaints and Appeals Policy](#) for further information.

Disclaimer: This policy is for international and domestic fee-for-service students ONLY. For students under the Smart and Skilled Program, please refer to the [Smart and Skilled RPL and Credit Transfer Policy](#).